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ABSTRACT

This report describes briefly a number of highly effective educational programs in correctional settings. The programs are divided into three sections: juvenile correctional education, local detention/community correctional education, and prison education. Information provided for each program includes address and telephone number; type of facility; students served yearly; average student age; staff; contact person; and a brief description that covers types of programs, curriculum, and special offerings and services. Programs cited in Section A are juvenile correctional education programs. They are: Attention Center for Youth, Carter G. Woodson Academy, Lincoln Hills School, Lloyd McCorkle Training School for Boys & Girls, Los Padrinos Juvenile Hall School, Mendenhall Camp, New Hampshire Division of Children and Youth Services--ADC Education Unit, New Hampshire Youth Development Center, Seneca County Youth Center, and Siskiyou County Juvenile Hall. Section B describes the following local detention/community correctional education programs: Contra Costa County Office of Education Jail School Program, Hacienda La Puente Unified School District, Hampden County Jail and House of Correction, Maricopa County Sheriff's Office, Model Learning Center, MonDay Community Correctional Institution, PACE (Programmed Activities for Correctional Education) Institute, Philadelphia Prisons, and Prison Literacy Project. Section C, on prison education programs, describes the Buena Vista Correctional Facility, Garrett Heyns Education Center, Huntingdon Prison Literacy Project, Kansas State Industrial Reformatory, Lebanon Correctional Institution, Maryland Correctional Training Center, Maryland Correctional Institution, Mt. McGregor Correctional Facility, Muskegon Correctional Facility, Oklahoma Prison Literacy Project, and Petersburg Federal Correctional Institution. (YLB)

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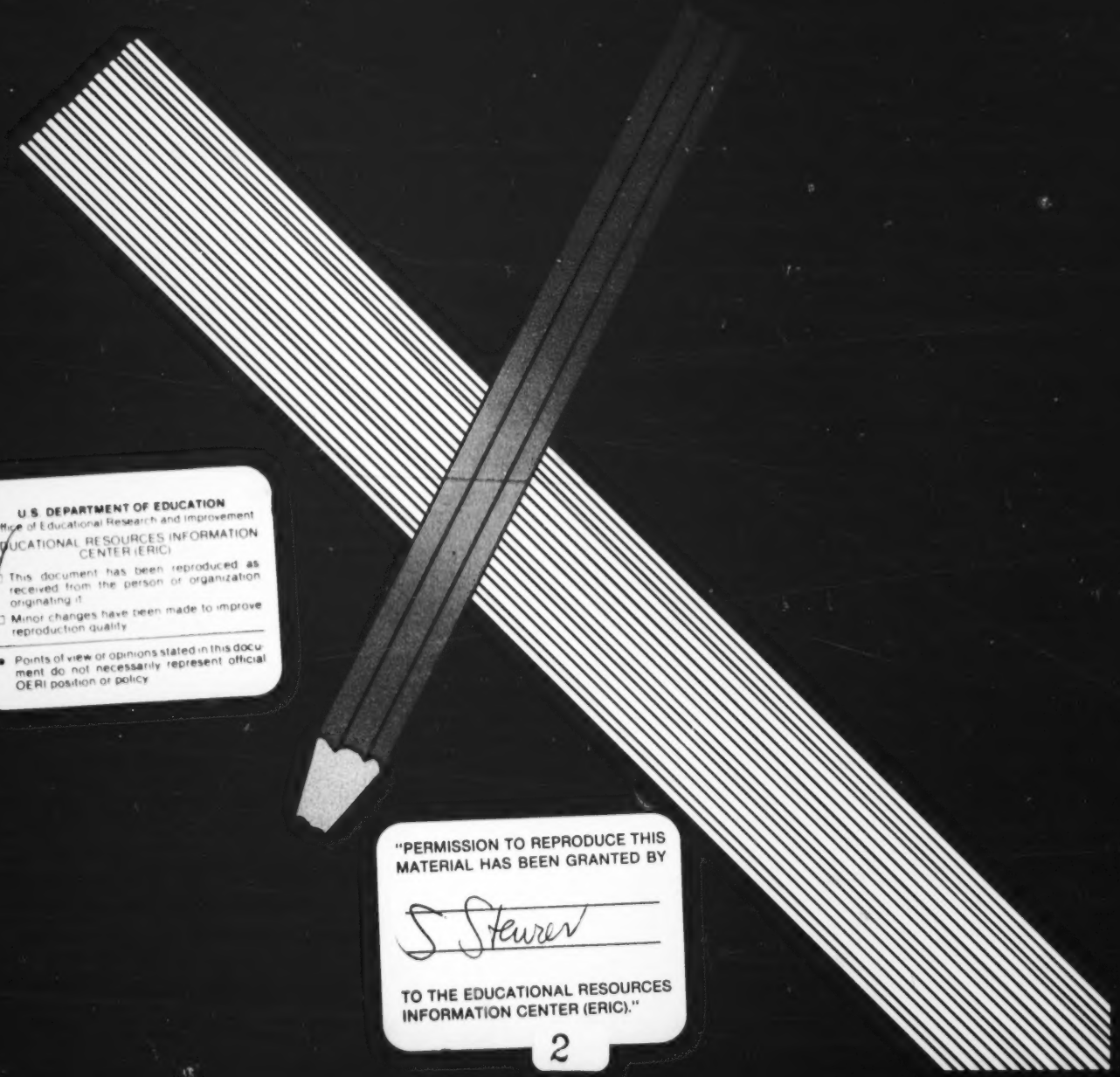
Selected Educational Programs From Juvenile, Jail and Prison Facilities



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FOREWORD

One out of every 55 adult residents of the United States is under the jurisdiction of the criminal justice system — three million people incarcerated, on parole, or on probation. Drugs have played a part in producing this dismal statistic, as have unemployment, poverty, teen pregnancy, and juvenile deliquency. But one other major contributing factor has too often gone unremarked: poor education.

Americans are beginning to recognize that poor education can spell trouble. And corrections facilities around the country are taking a fresh look at inmate education; increasingly, the corrections system is seeing literacy, basic skills, and vocational training as prerequisites for success on the outside.

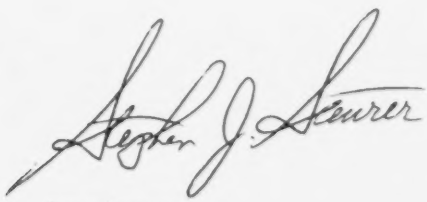
While more research is needed to quantify the effectiveness of such programs in the fight against recidivism, there is a growing consensus among corrections professionals that education programs do work to return offenders to society as productive citizens. Studies of vocational and post-secondary programs show that their students are less likely to return to prison because they are more likely to qualify for jobs.

How many inmates are students of such programs? Not enough. Although juvenile facilities, jails, and prisons across the country graduate thousands of students each year in high school equivalancy, vocational, and even college programs, only 20 percent of inmates are students. Imagine the potential impact on recidivism if correctional education were to reach 40 or 50 percent—or even more.

While it is true that people who get into trouble with the law may be the least likely to avail themselves of educational opportunities, there are potential new avenues for educational intervention with people accused and/or convicted of crimes: courts can encourage or require education as a condition of probation; prisons, jails, and juvenile facilities can provide educational programs; and parole authorities can make participation in such programs a condition for release. Correctional administrators can become, in effect, "educators of last resort." They can provide unique services to a population no one else can reach and deliver those services in a calm, positive setting.

This report, which briefly describes a number of highly effective educational programs in correctional settings, is being distributed to correctional education professionals and PLUS Task Forces for use as a resource in developing such programs in facilities in their own areas.

Too often, the public has the sense that nothing works for the poorly educated—and especially for the incarcerated. One of the themes of PLUS has been "It Is Never Too Late to Learn to Read". For those working in corrections, the theme might say, "It is Never Too Late to Learn to Go Straight". Literacy and education programs are crucial if men and women in prison are to be helped toward a productive life—instead of a return trip to prison. As one corrections official said, "We know that for what it takes to keep a man in here I could send my kid through Harvard. But if we educate that man, turn him into a taxpayer, and keep him from coming back here—isn't that better for everyone?"



Steve Steurer
Director
Correctional Education Association

INTRODUCTION

The information represented in this document incorporates the results of two recent surveys.

- In 1988, Project Literacy U.S. (PLUS) and the Correctional Education Association (CEA) conducted a survey of jail and juvenile correctional facilities through the National Juvenile Detention Association, the National Association of Juvenile Correctional Agencies, and the American Jail Association. In support of the survey, PLUS Task Forces, PLUS contacts at public broadcasting (PBS) stations, and PLUS national support organizations were canvassed.

- In 1986, the National Institute of Corrections (NIC) commissioned the first extensive study of state prison literacy programs. The study identified nine highly effective programs.

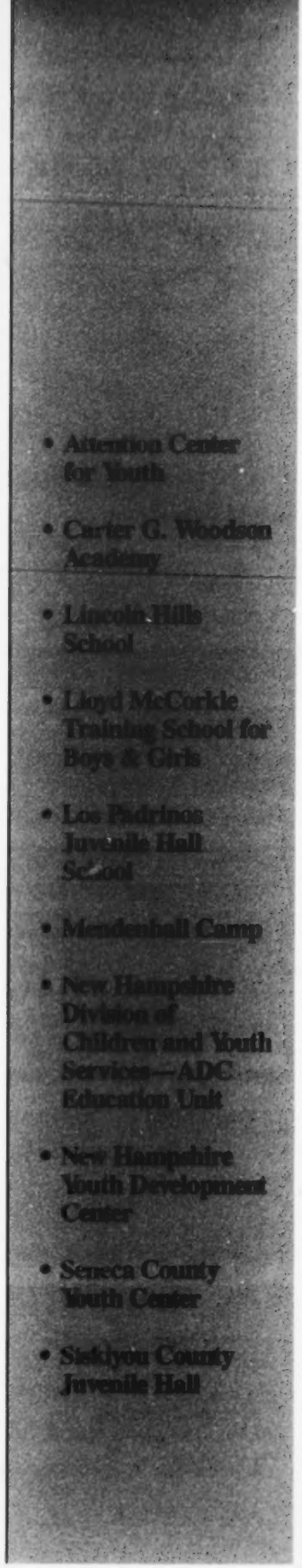
Information in the first two sections of this report — on juvenile correctional education programs and on local detention/community correctional education programs— comes from the PLUS/CEA survey. Information in the report's final section— on prison education programs— comes from both the National Institute of Corrections and the PLUS/CEA surveys.

Preparation of this report by PLUS and CEA was supported by a grant from the Gannett Foundation.

SECTION A:

JUVENILE CORRECTIONAL EDUCATION PROGRAMS

The programs described in this section range from small (for instance, one or two full-time teachers serving no more than 15 students at one time) to large (for instance, more than 70 full-time teachers serving a daily student enrollment of several hundred). The facilities are typically either detention centers, where the incarceration period is less than a year, or institutions, where inmates are imprisoned for much longer. Students' ages range from 11 to 18, but the average age is approximately 15.


• Attention Center for Youth
• Carter G. Woodson Academy
• Lincoln Hills School
• Lloyd McCorkle Training School for Boys & Girls
• Los Padrinos Juvenile Hall School
• Mendenhall Camp
• New Hampshire Division of Children and Youth Services—ADC Education Unit
• New Hampshire Youth Development Center
• Seneca County Youth Center
• Siskiyou County Juvenile Hall

ATTENTION CENTER FOR YOUTH
2220 South 10th Street
Lincoln NE 68502
(402) 471-7090

Type of facility:	Secure co-educational correctional facility for juveniles
Students served yearly:	560-600
Average student age:	16-17
Staff:	2 full-time regular teachers in the education program, plus 19.80 full-time equivalent positions in the agency, with help from college student interns and volunteers
Contact person:	Jon R. Hill, Director

The Attention Center for Youth is a secure, co-educational, community-based correctional facility providing educational services from early elementary to post-high school. In addition to the regular curriculum, the Center also provides programs in survival skills, career and job awareness, and computer literacy. Three categories of residents are served: detainee residents whose stays are relatively brief; IDSA (Individualized Developmental Systems Approach) residents incarcerated for longer periods of time; and youths sentenced from one day to a maximum of one year.

Detainee residents program: Detainees are incarcerated for brief stays, usually while awaiting court appearance, sentencing, or release. Their educational programs therefore range from one-day lessons to a full courseload. If a detainee resident attended school before incarceration, work from the school is continued during the resident's stay at the Attention Center. If the student was not attending school, a program is designed either to work on identified skill weaknesses or to start the student in individualized "packets" which can easily be transferred for credit. Residents can also work on GED preparation. This program also serves youths who are sentenced to the facility.

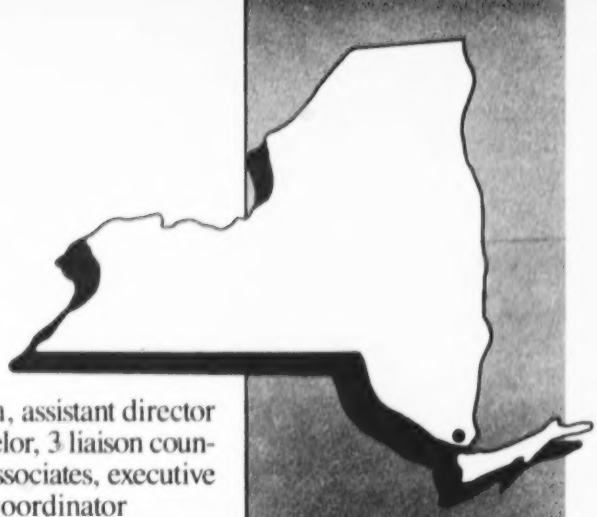
IDSA residents program: IDSA (Individualized Developmental Systems Approach) residents have been sentenced to longer periods of confinement and restriction. Their program is highly structured and community-based; in it, the residents work on courses rather than on short-term assignments. The Attention Center staff and community schools try to cooperate closely on the program. For example, when IDSA residents having difficulty with schoolwork return from their community schools, the Attention Center staff reviews homework assignment sheets with them, and then later rechecks with the student to ensure homework completion and preparation for the next school day. In addition, the Attention Center teacher, an afternoon tutor, and the youth jointly plan how to organize and implement study time. If the IDSA resident holds a job, the Attention Center teacher monitors work study progress and ensures that the resident obtains credit for working.

Curriculum: The major focus is on individualized and small-group instruction in reading, mathematics, career and vocational exploration, self-awareness, problem-solving, decision-making, self-esteem-building, and recreational education.

Continuing education: This program, targeted at post-high school youth, is designed to provide residents with opportunities to explore life planning with emphasis on career, education, and personal growth. ■

CARTER G. WOODSON ACADEMY (SPOFFORD JUVENILE CENTER)

1221 Spofford Avenue
Bronx NY 10474
(212) 579-0194/5



Type of facility:	Pre-trial juvenile detention
Students served yearly:	Approximately 1,000
Average student age:	15.5
Staff:	Deputy director for education, assistant director of education, guidance counselor, 3 liaison counselors, 23 teachers, 4 office associates, executive assistant, assessment center coordinator
Contact person:	Roy F. Davenport, Deputy Director for Education

- Extensive assessment
- Focus on individual needs
- Use of educational models
- Aftercare program

Spofford Juvenile Center, operated by the Department of Juvenile Justice (DJJ), is New York City's only secure juvenile detention facility. It admits 3,000 juveniles annually. Juveniles scheduled to remain at Spofford for more than two weeks are enrolled in the Carter G. Woodson Academy, the facility's on-grounds school. Spofford Juvenile Center is the only pre-trial detention facility in New York state with an education program approved by the State Education Department. The Academy's primary focus is on addressing students' individual needs; that philosophy is reflected in DJJ's award-winning Case Management System, which treats each student on a case-by-case basis through all phases of the student's stay.

Within the first ten days after admission, each student is administered a series of diagnostic tests from which an educational plan is developed. The student is then placed in the Assessment Center's Model Classroom for more in-depth educational assessment. By the eleventh day, the student is enrolled in the most appropriate classroom. The Academy is currently working to install computer-based individualized instruction and a Reading/Writing Lab which will be open after normal school hours.

Assessment Center: The Center develops a comprehensive and instructionally useful educational assessment for each juvenile before he or she is enrolled in the Academy. Both formal and informal instruments are employed, including the Wide Range Achievement Test (word recognition and math subsections), a language placement survey, an interest inventory, and a behavioral checklist. A Spanish-speaking teacher administers the Brigance to Spanish-speaking juveniles, and other non-English-speaking students are tested by teachers fluent in the appropriate languages. The Academy employs a university consultant to assist the teaching staff in using the assessment results for planning instruction and curricula.

Curriculum: The Academy's instructional program includes a five-and-a-half-hour day, with a curriculum of reading and language arts, math, social studies, science, health and safety education, library skills, physical education, art, and music. Because students remain in detention for varying lengths of stay, the curriculum is organized in short modules so that students whose stays are brief can still complete a body of work. Instructional materials are varied and include standard commercially available textbooks, high interest/low vocabulary materials, newspapers, maps, and other "real life" educational motivators.

Classroom options: Students are placed in one of several classrooms based on functional academic levels as determined by the assessment

process. Three functional levels have been formed: K-3, 4-6, and 7-12 grade levels. Males and females attend classes together, with an average class size of eight students. Special education classes are also available.

Other educational services: Other services include tutorials, speech and language evaluation and therapy, enrichment in areas of special interest and talent, and diagnosis and treatment of medical conditions that may affect academic performance.

Aftercare program: Designed to ensure continuity of service delivery, the DJJ Aftercare program re-enrolls released juveniles in public school and in other appropriate community services. ■

LINCOLN HILLS SCHOOL
W4380 Copper Lake Road
Irma WI 54442-9720
(715) 536-8386

Type of facility:	Juvenile institution
Students served yearly:	750-800
Average student age:	16
Staff:	Directors of education, 2 supervisors, 34 teachers
Contact person:	Ed Dorff, Education Director

- Behavior management program
- Experiential education program
- Job awareness training
- Competency-based approach

Lincoln Hills School, operated by the Wisconsin Division of Corrections Bureau of Juvenile Services, is a secure co-educational correctional facility for youths ages 12 to 18. The school works to encourage students to become accountable to society and to accept legitimate authority within the school community; to that end, the school's discipline program is designed to stress communal responsibility for behavior. Students are given meaningful rewards for pro-social behavior and encouraged to develop a positive self-image. Training and corrective therapeutic experiences are provided to assist students in acquiring skills for coping constructively with their emotions.

Opportunity is also provided for students to learn positive work habits and develop functional living, job, educational, recreational, and relationship skills.

(A companion facility, Ethan Allen School in Wales, Wisconsin, deals only with older male youths, and emphasizes GED and vocational programs more heavily than does Lincoln Hills.)

Female reception and intensive treatment: This program is targeted toward girls who have exhibited emotional and/or psychological problems and who may be amenable to specialized treatment focused on the sexually abused client. Treatment modalities emphasize individual counseling, group therapy, reality therapy, and behavior modification.

Vocational/industrial program: The program, for adolescent boys 16 and older, addresses basic educational needs, employability skills, personal responsibility, and goal-directed future planning. Therapeutic interventions include individual counseling, large- and small-group therapy, and behavior modification. Students participate in full-day school classes, GED classes, and/or job training experiences.

Anti-drug program: The program provides a safe and secure environment where juveniles are expected to address their chemical dependency so they can return to society and choose to become more successful and productive human beings. The program requires participants' involvement in the Alcoholics Anonymous Twelve Steps, with adaptations where appropriate (for example, youths who abuse drugs only must incorporate into their treatment plan the tenets of Narcotics Anonymous).

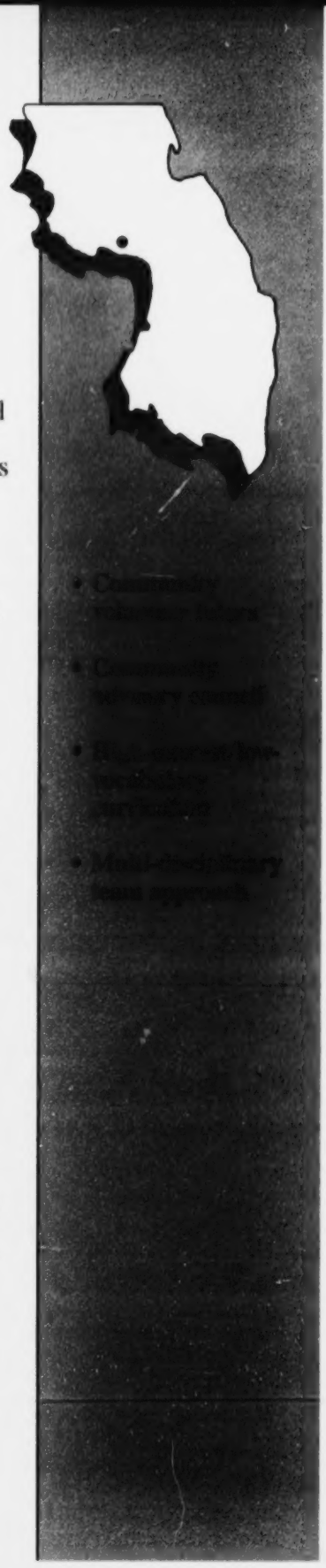
Curriculum: The academic curriculum consists of junior high, senior high, GED, post-GED, and GOAL programs. The Junior High curriculum, for example, includes developmental language and math labs, civics, science, vocational skills exploration, and physical education. The GOAL program serves 16-to-19-year-old students who cannot function successfully in regular education programs. In GOAL, students are

instructed in basic skills in English grammar, reading, mathematics, and civics. The program also emphasizes basic survival skills in consumer economics, occupational knowledge, community resources, and health.

Foster Grandparent program: Approximately 20 grandparents work with students on an informal, semi-independent basis. They help in mending clothes, baking cookies, playing games, organizing parties, lending a non-authoritarian ear, and giving advice to the students, assuming as much as possible the role traditionally held by a grandparent in a family setting.

Indian Tribes of Wisconsin: The Indian Tribes of Wisconsin program gives the school's Native American students a chance to study their history, culture, and religion. It also provides non-Indian residents with an enriched awareness of the Native American experience. ■

LLOYD MCCORKLE TRAINING SCHOOL FOR BOYS AND GIRLS
P.O. Box 70
Skillman NJ 08558
(609) 466-2200, ext. 237



Type of facility:	Juvenile institution
Students served yearly:	600
Average student age:	14-16
Staff:	Director of education; special education, elementary and secondary teachers; industrial arts teacher, physical education teacher, computer teacher, art teacher, performing arts teacher, and marketing education teacher
Contact person:	Elizabeth Robbins, Director of Education

The school, which serves the state's youngest institutionalized boys and girls (ages 13-17), provides basic academic education, vocational training, supplemental instruction, marketing education, and a community volunteer tutorial program. The school uses the Cambridge curriculum, with its high interest/low vocabulary orientation and great variety of instructional activities and materials. Also incorporated in the program are studies in human growth and development, AIDS education, and computer literacy. Both individual and group instruction formats are used. McCorkle's curriculum is designed to match that of the public schools to enhance transfer of learning for the residents.

The school's approach is multidisciplinary, with team members including psychologists, social workers, and the school staff. Teams meet every three months for case management. Teachers are trained in counseling skills, and ongoing professional development activities include both in-house and external workshops.

McCorkle is currently developing certificates of achievement and graduation ceremonies.

Assessment: The school conducts systematic assessment with a number of standardized psycho-educational instruments and teacher-constructed tests. A learning disabilities specialist assesses students three times: on entrance to the program, at six months, and before release. Learning disabilities teacher interns provide further assessment services during summer months.

Student incentives: Students are motivated by a number of reward and recognition possibilities, including a Student of the Month award, Achievement Day, membership on the Student Council, and adventure trips. Residents can earn substantial release time with good academic and behavioral performance. The school works to involve students in self-assessment, goal-setting, and the development of their own individual programs.

Community involvement: McCorkle has strong cooperative arrangements with the community, which provides a community advisory council and volunteer tutors. Additionally, McCorkle has contracted with a nearby vocational-technical school to allow residents to take classes at night. The Marketing Education component of the program has developed a community network in which residents acquire jobs and earn release time while incarcerated. ■

LOS PADRINOS JUVENILE HALL SCHOOL

7285 East Quill Drive
Downey CA 90242
(213) 803-6648

Type of facility:	Juvenile detention
Students served yearly:	More than 8,000
Average student age:	15.5
Staff:	Principal, 3 assistant principals, 30 teachers, 2 behavioral management aides, program specialist (student assessment and prescription), 2 tutor aides, numerous volunteers
Contact person:	Darwyn Lumley, Principal

Los Padrinos is one of the 40 schools of the Juvenile Court and Community School Division of the Los Angeles County Office of Education. The school operates with a highly transient client population, yet offers comprehensive instruction in basic academic subjects and technological and functional living skills. It also emphasizes helping students to develop positive self-concepts and improved relationships with others. A large staff represents an array of professional expertise and skills including counseling, reading remediation, special education, adult education, and ESL.

Assessment Center: Since the average length of stay for clients is brief (20 days), the school is unable to acquire test data and other school records from community schools in time to be useful. The Los Padrinos solution: an Assessment Center in which each entering student is assessed in reading, language development, and mathematics. The current paper-and-pencil system is being replaced by a computer adaptive testing program. Now in a trial period, the program uses less student time and therefore allows an expanded assessment, adding—for instance— career interest and self-esteem inventories. Both the paper-and-pencil assessment and the computer adaptive testing use the Basic Skills Inventory developed by the Los Angeles County Office of Education. The Inventory has demonstrated high reliability and validity, and is effective for incarcerated juveniles for two major reasons: students normally resistant to testing find the computer program motivational, and they receive immediate feedback, including diagnostic and prescriptive information. Test data and other information are easily made available to other schools throughout the JCCS system as well as to community schools, the Juvenile Court, and the County Probation Department.

Methodologies and curriculum: Los Padrinos uses a variety of teaching methodologies and materials, including standardized textbooks parallelling those used in community schools, teacher-made materials, filmstrips, videocassettes, computer-assisted instruction, and audio-visual presentations. Independent work, group work, and tutoring are all employed, although group work is not always possible given the nature of the clientele. Education in computers, careers, health, substance abuse, and sexuality is also stressed. Supplemental services such as basic skills, intensive tutoring, migrant education, and special education are also offered. Students are encouraged to become involved in self-assessment, goal-setting, and program development.

Student Incentives: Academic and behavioral achievement can earn students both in-house rewards (including recreational time, television, and messenger and aide

positions) and time off their sentences. The sentence reduction process is informal, with results of a behavior modification program used in the classroom forwarded to probation officers and judges. Additionally, classroom teachers can generate a "Good Gram" reflecting client success; the "Good Gram" is also forwarded to pertinent judges. ■

MENDENHALL CAMP
42230 North Lake Hughes Road
Lake Hughes CA 93532
(805) 724-1351

Type of facility:	Juvenile institution
Students served yearly:	Approximately 270
Average student age:	17
Staff:	5 teachers, community volunteers
Contact person:	Judy Danteko at (805) 724-1314

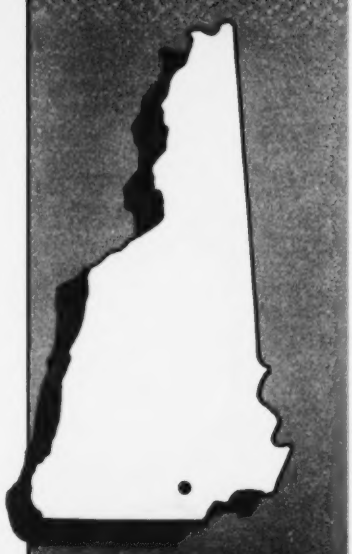
Mendenhall Camp is a minimum-security probation camp for wards of the court, whose average length of stay is six months. Mendenhall participates in the Job Training Partnership Act (JTPA), and gives residents the option of enrolling in a work study program. In the program, youths alternate daily between school and jobsite. The education curriculum incorporates reading, mathematics, written language, science, social studies, visual and performing arts, small engines and motorcycles shop, independent life skills, and relationship and social skills. In addition to its teaching staff, the camp has enlisted community residents to volunteer as tutors during school hours and in the evenings. Additionally, Mendenhall has recently obtained a sizeable grant to install in each classroom computers to be used in teaching computer literacy and word processing skills.

Student incentives: Students can participate in a "merit ladder" in which satisfactory academic performance and behavior can lead to a decreased sentence. Residents are also motivated by a number of possible awards including Student of the Week, Student of the Month, high school graduation, college scholarships, and a Professional Award with the possibility of job placement.

Vocational work: In-school job training is structured to lead to job placement, and residents can also earn money to pay restitution to victims. Students are trained in job interviewing skills and coached to go on actual interviews during their camp residency.

Partnerships: The camp is particularly proud of its effective partnership with probation officers; that partnership has been called a model program. Community relationships are also good, with students consistently involved in community work— for instance, cleaning up parks and the local athletic stadium. A community advisory board is currently being developed, with the assistance of the local Chamber of Commerce and probation directors. The camp recently held an open house to which probation officers and community members were invited; awards were presented to students as well as to school staff and community people. ■

NEW HAMPSHIRE DIVISION OF CHILDREN AND YOUTH SERVICES—ADC EDUCATION UNIT
121 South Fruit Street
Concord NH 03301
(603) 224-6531, Ext. 2392



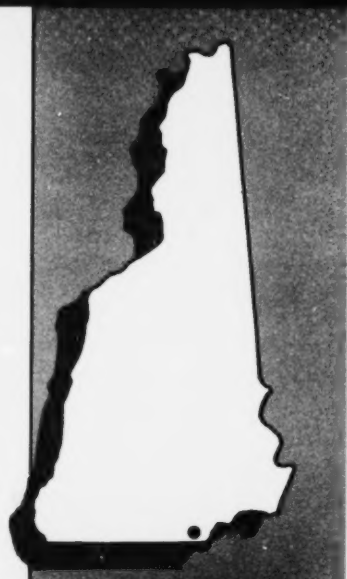
Type of facility:	Juvenile detention
Students served yearly:	200
Average student age:	15
Staff:	Head teacher, social studies teacher, elementary education teacher, recreation therapist
Contact Person:	Pat Kenney, Head Teacher

Young people spend an average of 21 days in the ADC (Awaiting Disposition of the Court) Unit. The unit's on-site educational program employs a non-traditional, holistic learning approach designed to generate student opinions, cultivate discussions, and stimulate responses. The prime curriculum variable is the "Weekly Theme". Several educational themes or modules have been designed both to provide factual information and to promote student discussions on a variety of topics. Themes in current use are Basic Psychology, Human Sexuality, Living and Survival Skills, Racism and Prejudices, Family problems, Self-Esteem and Self-Awareness, U.S. History, and World Geography. Each module comprises pre- and post-tests, pertinent vocabulary, audio-visual materials, guest speakers, and a student forum. Basic academic and functional living skills are incorporated within the themes.

The philosophical foundation for the program involves providing factual information, concepts, and theories in a practical, meaningful, and motivational way. Students are specifically coached in the development of critical and analytical thinking skills.

Behavior management program: A behavior management program focuses on establishing behavioral limits through student awareness of defined limits, accountability for his or her own behavior, and instruction in decision-making skills. ■

NEW HAMPSHIRE YOUTH DEVELOPMENT CENTER
1056 North River Road
Manchester NH 03104
(603) 625-5471



Type of facility:	Juvenile corrections
Students served yearly:	267
Average student age:	16
Staff:	Director, principal, psychoeducational examiner, special needs coordinator, vocational placement coordinator, 18 teachers
Contact person:	Janis Kingsley, Education Director

The Center's student population is highly transient, so teachers pretest students and then individualize instruction to meet students' varying learning styles and levels of ability and motivation. Class size is small, ranging from four to 12 students. Vocational education programs have been designed to teach students entry-level job tasks and duties. The program focuses on improving basic skills, life skills, and vocational technical skills. Students can earn an eighth grade diploma, a GED certificate, units of instruction toward a high school diploma, a driver's license, and one or more job title certificates.

Assessment: The Center employs a number of reliable and valid psychological and academic achievement tests, including the Wechsler Intelligence Scales for Adults and Children, Woodcock Reading Mastery Tests, the Fullerton Language Test for Adolescents, the Test of Written Language, the Test of Written Spelling, the Key Math Diagnostic Arithmetic Test, and the Mathematics Test from the Woodcock-Johnson Psycho-educational Battery. The self-directed search is administered to assess student interest in vocational areas. When appropriate, or when previous test results are outdated, entering students are given a complete educational assessment in order to best determine appropriate program placement and provide the classroom teacher with a comprehensive educational profile of the student.

Vocational curriculum: Pre-vocational education programs include clothing and textiles, computer instruction, consumer economics, drafting, foods and nutrition, small engines, and woodworking. Vocational education work can lead to job title certificates in areas including automotive mechanics, building construction, clerical education, electronic assembly/soldering, food service, horticulture, and marketing.

Academic curriculum: Academic education includes English (vocational), general sciences, language arts and reading, mathematics, social studies, history, physical education, biology, current events, driver education, and art. Educationally handicapped students have an Individualized Education Program (IEP) developed for them in cooperation with the local school district.

Community re-entry program: A Special Needs Coordinator works with public school personnel to ensure that the educationally handicapped student's transition back to the regular school is as smooth as possible. A detailed transcript describes the student's progress in each subject or program at the Center. The Vocational Placement Coordinator attempts to place vocational students in job training programs or jobs on release. Job title certificates serve as personal resumes for students seeking entry-level jobs. ■

SENECA COUNTY YOUTH CENTER
3484 South Township Road 151
Tiffin OH 44883
(419) 447-7852

Type of facility:	Juvenile detention
Students served yearly:	250
Average student age:	16
Staff:	Administrator, teacher, classroom aide
Contact person:	Sheryl A. Rook, Administrator

The Center's administrator says its setting resembles the old-fashioned "little red school house" in which students of varying abilities and grade levels share a single classroom. The client population is highly transient and the classroom census varies from 6 to 20 students.

Skills for Living program: The Center's focal point is the Skills for Living Program, a project of the Quest National Center. Skills for Living, a commercially available and empirically validated curriculum, emphasizes the promotion of positive mental health, quality family life, and the development of functional life skills. Four major student competencies are stressed: self-discipline, responsibility, good judgment, and the ability to get along with self and others. As a subset of the four competencies, other skills and qualities are also stressed: positive self-concept, evaluating and understanding emotions and feelings, goal-setting, problem-solving, listening to others, considering consequences of behavior, communication, and conflict resolution. These competencies are integrated with basic academic subject areas as well as with life outside the classroom.

Curriculum: The core curriculum comprises ten areas believed important for the client population: feelings, attitudes, self-concept, making friends, family life, marriage, parenting, careers, money, and the development of a personal philosophy. The Center employs a wide variety of teaching methodologies and materials, including independent work, group projects, and tutoring. All staff are informally trained in counseling and in reality therapy techniques; in reality therapy, clients are prompted to evaluate their successes and failures, understand the consequences of their behavior, and make decisions.

Student incentives: Although the Center does not provide explicit incentives to gain pay or time off sentences, teachers complete a weekly evaluation, which is shared with probation officers and judges. If clients demonstrate academic and behavior achievement, rewards are earned. A judge also makes biweekly visits to the Center in order to have clients report on their own status and progress; this intervention is reportedly highly effective. ■

- Behavior management program
- Community involvement
- Judge and probation officer involvement
- Variety of teaching methods and materials

SISKIYOU COUNTY JUVENILE HALL
805 Juvenile Lane
Yreka CA 96097
(916) 842-8220

Type of facility:	Juvenile detention and institution
Students served yearly:	180
Average student age:	16
Staff:	Superintendent, special education teacher, numerous READ-trained tutors
Contact person:	Steve Mathews, Superintendent

This small (18 beds) facility, which accommodates both long- and short-term placements, employs only one special education teacher. Group counselors function as teachers' aides and tutors, and other manpower is obtained by the involvement of numerous trained volunteers from the READ literacy program, which holds that regular school curricula cannot remediate illiteracy. READ volunteers assess incoming students, determine reading level and strengths and weaknesses, and begin intensive, interactive, one-on-one instruction. The program is reportedly effective at Siskiyou, where many clients exhibit serious academic deficiencies and/or learning disabilities.

Students are strongly encouraged to become substantially involved in assessing their own educational needs and vocational interests. The Siskiyou educational program also stresses functional living skills and vocational education, with students able to earn school credits in areas including bicycle mechanics, auto mechanics, and cooking. Students are also allowed to hold community jobs while incarcerated.

Methodologies and materials: The school employs a variety of teaching techniques, including one-on-one instruction, group work, and multi-sensory instruction. Instructional materials include standard high school texts, computer-based materials, behavior change counseling materials, and myriad teacher-made ancillary materials.

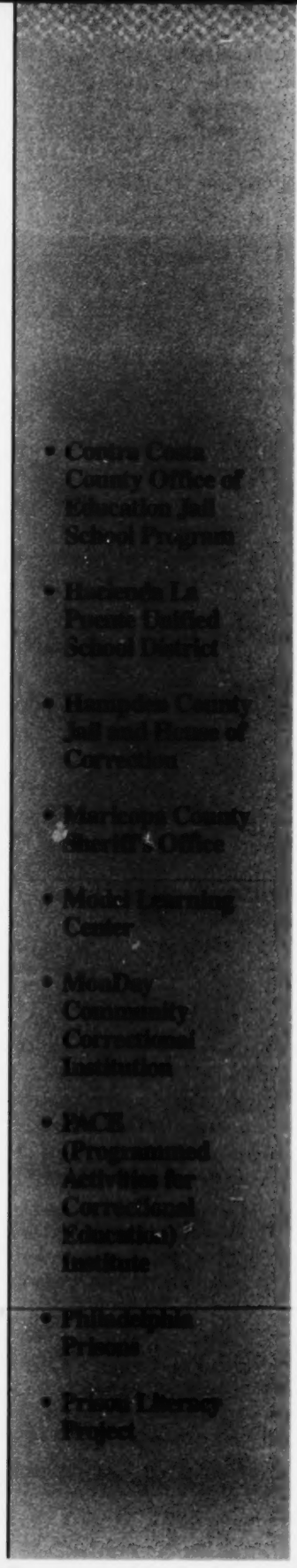
Life skills training and counseling: Siskiyou is installing the Quest Skills for Living Program. The program (the same one in place at the Seneca County Youth Center, also described in this report) stresses development of positive mental health, mature judgment, responsibility, and relationship skills. Siskiyou is also strengthening its counseling/therapy component; in it, counselors will teach school staff classroom-based counseling techniques, and instruct older, more mature clients in peer counseling.

Related programs: The school has in place regular Alcoholics Anonymous and substance abuse group therapy. It is developing or planning to develop a number of community involvement programs, including a senior citizen buddy program in which clients and senior citizens with similar interests are paired; an Outward Bound program; volunteer involvement of community mental health workers; community speakers from different walks of life; a career day for clients; and "reality" presentations by incarcerated adults. ■

SECTION B:

LOCAL DETENTION/COMMUNITY CORRECTIONAL EDUCATIONAL PROGRAMS

The adult correctional education programs described in this section encompass programs housed in county jails, detention centers, community corrections facilities, community-based volunteer literacy programs, and private non-profit educational programs. Programs range from small county jails with a few teachers serving a hundred or so inmates annually to large urban detention centers with a multidisciplinary educational staff and thousands of inmates.



- Contra Costa County Office of Education Jail School Program
- Hacienda La Puente Unified School District
- Hampden County Jail and House of Correction
- Maricopa County Sheriff's Office
- Middle Learning Center
- MonDay Community Correctional Institution
- PaCE (Programmed Activities for Correctional Education) Institute
- Philadelphia Prisons
- Prison Literacy Project

CONTRA COSTA COUNTY OFFICE OF EDUCATION JAIL SCHOOL PROGRAM

1000 Ward Street
Martinez CA 94553
(415) 646-2201

Type of facility:	County jail and detention
Students served yearly:	9,000
Average student age:	25
Staff:	Project administrator, 5 full-time and 36 part-time teachers, 3 clerical staff
Contact person:	Mary Lou Browning

The Contra Costa County Office of Education jail school program began in 1979 with three teachers providing a limited program of basic education. Today, the program employs 41 teachers and is considered a national model. Classes offered include Adult Basic Education (including literacy tutoring), GED preparation, high school diploma preparation, health education (including family planning and parenting skills), physical fitness, art, creative writing and poetry, employability, firefighting, computer literacy, desktop publishing, landscaping, math for the building trades, blueprint reading, masonry, building and drafting, and food services. The Contra Costa program utilizes state-of-the-art audio-visual educational technology. Computer classes are available, as is a self-instructional program using audio- and video-cassette tapes. Educational assessment focuses on inmate-identified career goals developed from a battery of standardized tests. Instruction is always linked to employability. Classes are open-entry/open-exit, and instruction is provided both in small groups and by means of independent study. The curriculum is competency-based and individualized for every student. The program also includes an innovative, nationally acclaimed substance abuse program.

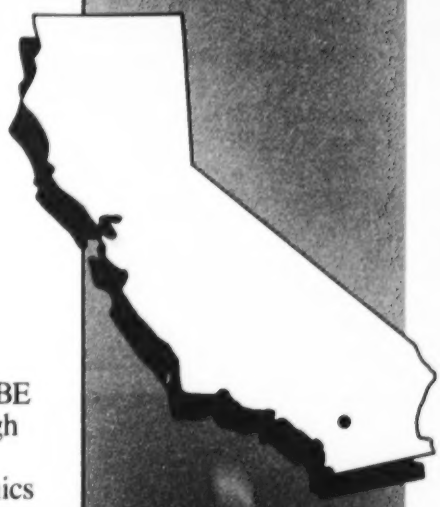
GED preparation and high school graduation: GED examinations are offered quarterly; inmates who successfully complete the exam may then earn high school diplomas. Diplomas are presented in a formal ceremony that includes a photograph of the inmate in a cap and gown; inmates may keep the photos or send them to their families. Ninety-eight percent of the students enrolled in the course successfully pass the GED.

Speech and art programs: A Speech Class/Gavel Club program is patterned after the Toastmaster Club. It meets weekly and has as its objectives the development of improved public speaking and communications skills and enhanced self-confidence. An art program helps special populations cope with stresses involved in confinement to medical or protective maximum security housing, where inmates have little time out of their rooms.

Project Second Chance: The program has a strong relationship with Project Second Chance, the Contra Costa County library literacy project. A 20-hour-per-week coordinator recruits and trains community volunteer tutors and inmate peer tutors.

DEUCE: The DEUCE (Drinking, Educating, Understanding, Counseling, and Evaluating) program is a voluntary residential alcohol/substance abuse program designed to reduce the high rate of recidivism among drunk drivers and dual/poly-addicted inmates. ■

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
Correctional Education Division
1600 Pontenova Avenue
Hacienda Heights CA 91745
(818) 369-2729



Type of facility: Jails in Los Angeles County
Students served yearly: 1500 in literacy programs
Average student age: 25
Staff: Administrator, 15 teachers (one teaches ABE full-time, others teach ABE, ESL, and high school diploma subjects)
Contact person: Mary Kernodle, Administrator of Academics

Hacienda La Puente Unified School District began its work with the Los Angeles County Sheriff's Department in 1973 with the establishment of a pilot academic program for incarcerated women. The program's success prompted the development of educational programs at all county custody facilities. Today there are 45 academic and vocational programs represented throughout the county. The academic component of the Correctional Education Division has been recognized as one of the exemplary programs in the California correctional system.

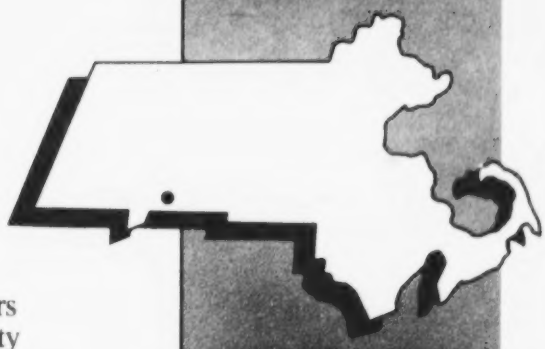
The Correctional Education Division stresses the value of its programs to both the correctional facility and society. For example, they note that their education programs save money in several ways, including using educational staff instead of custody personnel for supervision; providing inmates with knowledge and skills which significantly enhance occupational potential; and cost savings on needed services and products produced by inmates. (The Division has collected data demonstrating that teaching inmates power sewing, tile setting, and commercial painting has saved the correctional facilities hundreds of thousands of dollars.)

Core program: The core education program includes both academic and vocational courses. Emphasis is placed on literacy instruction, remedial elementary education, high school and GED work, job skills, and vocational training. Academic skills instruction focuses primarily on English (listening, writing, and speaking), reading (vocabulary development and comprehension), and mathematics. The vocational education component trains students in skills including carpet laying, food services, commercial painting, power sewing, baking, sprinkler installation, cosmetology, salesmanship, dog grooming, and printing.

Child abuse prevention program: The child abuse prevention program, named T.A.L.K. (Teaching And Loving Kids), is designed to help incarcerated women and men develop positive relationships with their children. The program fosters parent-child visits in a supportive, relaxed, child-centered environment. Parents meet with a teacher-counselor several hours prior to their child's arrival in order to prepare the "classroom" environment, develop objectives and goals for the visit, and plan and develop activities and games. The one-and-one-half-hour supervised visit is followed by a one-hour assessment class, in which the parent is encouraged to discuss problems and formulate solutions regarding issues generated by the visit. Teacher-counselors work to teach parents basic knowledge about child growth and development, positive communication skills, and effective discipline techniques.

Sheriff's Library program: The program ensures that books (fiction, non-fiction, and reference materials), newspapers, and magazines are available to all inmates. Three complete jail libraries stock almost 1,000 titles, many of which were obtained from the National Book Program, through which book publishers donate materials to agencies in need. ■

HAMPDEN COUNTY JAIL AND HOUSE OF CORRECTION
79 York Street
Springfield MA 01105
(413) 781-1560



Type of facility:	County correctional facility
Students served yearly:	550
Average student age:	22
Staff:	4 full-time and 8 part-time teachers
Contact person:	William R. Toller, Assistant Deputy Superintendent

The Hampden County Jail and House of Correction is a diversified, community-based facility serving pre-trial and sentenced men. The principal aim of its educational program is to assist clients in identifying and improving skills related to literacy, basic academic work, and vocational education. In its twelve years, the program has graduated 1100 clients through its GED component, and has been recognized by Governor Michael Dukakis as a model program.

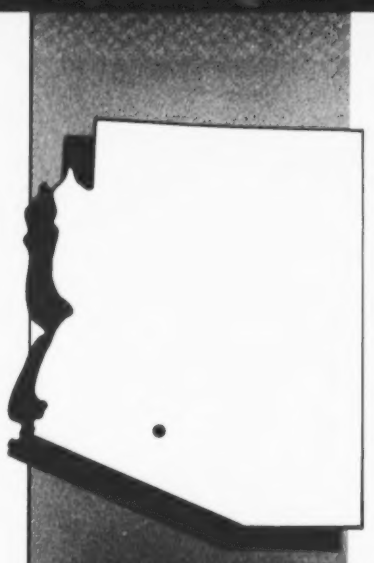
Educational programs: When an inmate enters the educational program, a battery of diagnostic tests (for instance, TABE, Woodcock Reading Inventory, and Key Math) is administered to determine whether the student is to be enrolled in special education or Adult Basic Education. Both programs offer basic skills (reading, writing, arithmetic) instruction in one-on-one and small-group formats. In addition, English as a Second Language classes are offered daily.

Skill Center and pre-employment training: The Skill Center program trains students for entry-level employment in industries including engine manufacturing, welding, electronics, graphic arts, printing, word processing, and business. A companion program, called Pre-Employment Training, exposes students to the opportunities and responsibilities of working and living in the community. The curriculum is grounded in the the principles of William Glasser's reality therapy model which holds that the individual— not the environment, heredity, or the past— is responsible for his or her own behavior. The curriculum focuses on issues of self-awareness, family, community, and employment-seeking skills.

Health education program: The program, which has received national attention, highlights topics including nutrition, hygiene, drugs, and parenting.

Counseling programs: Various counseling programs are also available, most of them based on the Glasser reality therapy model. One of these, the Discovery program, incorporates literature specifically selected to encourage constructive problem-solving, positive interactions with others, and positive future-oriented approaches for change. ■

MARICOPA COUNTY SHERIFF'S OFFICE
225 West Madison Street
Phoenix AZ 85003
(602) 256-5327



Type of facility:	County jail
Students served yearly:	1350
Average student age:	23
Staff:	Literacy Volunteers of America, full-time GED/ABE instructors, community volunteers
Contact person:	Anna May Riddell

The Maricopa County Sheriff's Office provides a comprehensive educational program that includes basic and remedial academic work, English as a Second Language for appropriate inmates, GED instruction (91% of enrolled students complete the program), and a range of other programs designed to help inmates cope with life problems as they learn. The remedial reading component provides small-group instruction using tested teaching materials to raise students' reading ability for eventual entrance into the GED program. Multiple methods of reading instruction, including Laubach, are used. Local church and community groups are involved in the education program, and Literacy volunteers provide one-on-one tutoring for inmates reading below the sixth-grade level.

I.M.A.G.E.: I.M.A.G.E. (Inmates Making A Growth Experience) is a ten-week educational program designed for women who have the potential to be reunited with their children. The focus is on parenting skills, with particular emphasis on improving the self-image of both parent and child.

Corozon, AA, and Co-Dependents Anonymous: Corozon is a drug and alcohol abuse intervention and education program. One focus is on the development of a referral mechanism for treatment after inmates are released. Alcoholics Anonymous programs are in place, as is Co-Dependents Anonymous, a fellowship of men and women whose common problem is an inability to maintain functional relationships. The Co-Dependents Anonymous program has adapted the AA "Twelve Steps" and "Twelve Traditions" to its needs.

Arizona Women's Education and Employment, Inc. (AWEE): AWEE is a three-week women's program designed to provide training in areas that will enhance job-seeking and job retention. ■

MODEL LEARNING CENTER
Montgomery County Detention Center
1307 Seven Locks Road
Rockville MD 20854
(301) 294-1725

Type of facility:	Adult detention center
Students served yearly:	475 in 1987
Average student age:	26.1
Staff:	Director, administrative associate, one full-time and 3 part-time teachers, 7 literacy tutors
Contact person:	Grace Haanes-Olsen

The Model Learning Center's education program is tailored to students' individual academic skill levels. A range of programs targets academic deficits and enhances academic skills.

Basic skills instruction (grade levels 0 through 4): Instruction is provided by Literacy Council New Reader tutors. The major objective of this program component is to raise the student's reading level sufficiently to allow for participation in the Adult Basic Education program.

Adult Basic Education (grade levels 5-8): Beginning readers in the ABE class receive individual support at their functional levels, with emphasis on developmental skills and special education needs in reading, writing, and mathematics. Computer-assisted instruction is provided as appropriate. Critical thinking and consumer skills are also emphasized. Students are placed in the pre-GED program, which stresses developmental reading and critical thinking skills in all content areas. Writing skills are further developed, with particular emphasis on paragraph writing. The math program focuses on basic skills and has recently been widened to include number relationships, beginning algebra, and geometry.

GED (grade level 9 and above): Students reading at the 9th grade level or above enter the GED program. The cognitive skills of comprehension, application analysis, and synthesis in reading, writing, and mathematics are emphasized. A formal writing course prepares students for the essay portion of the GED exam.

ESL: English as a Second Language is offered to foreign-born residents in a small-group format. Conducted by a Literacy Council Tutor using Laubach materials and an experience-centered approach, the classes encourage non-English-speaking students to master a variety of basic English language skills as quickly as possible. ■

MONDAY COMMUNITY CORRECTIONAL INSTITUTION
1617 South Gettsyburg Avenue
Dayton OH 45408
(513) 262-3335

Type of facility:	Community corrections
Students served yearly:	Approximately 180
Average student age:	19-25
Staff:	Director, 4 managers, 2 GED teachers, volunteer literacy tutor
Contact person:	Anderson P. Richardson

The MonDay Community Program operates from three major components. The first is the Counselor position, which merges counseling and custody functions. Counselors wear civilian clothes, oversee program activities, and maintain security. Each resident is assigned an individual counselor for his or her entire stay; the pairing fosters effective monitoring and a climate in which the resident can build a trusting and healthy relationship with at least one member of the treatment staff. The second component is an in-house treatment plan that includes assessment, diagnosis, and treatment. Residents are strongly encouraged to play active roles in their own plans. The third component is community involvement; in this component, educational, counseling, work, and supplemental life skill services are contracted with community agencies. The progress of residents is directly linked to involvement in community service projects, educational programs, and jobs.

Curriculum: The education program includes GED preparation, a business school, vocational training, basic reading instruction and remediation, and literacy services. Instruction takes place in one-to-one and small-group settings, using a variety of materials including the Cambridge academic series, audio-visual presentations, and computers. The Stanford Test of Academic Skills and the pre-GED test are the main educational achievement assessments employed. The program draws on the resources and expertise of community organizations including local colleges, high schools, and businesses, which offer courses and even tuition assistance.

Career education and development: The career education and development program focuses on skill assessment, career goals, educational opportunities, and job placement. Seminars are conducted to inform and train students regarding appearance, attitudes, interview skills, resume writing, and employment responsibilities.

Volunteer program: The volunteer program provides for in-kind and psychological restitution and an opportunity for residents to interact with the community in a caring, giving way. Community agencies provide opportunities for MonDay residents to work with the elderly, handicapped children, and the poor.

Supportive life skills program: The program deals with issues including parenting, prenatal child care, basic nutrition and health, budgeting, and substance abuse. In addition, community tours focus on constructive use of leisure time, and classes in current events promote the use of media materials.

Staff development: An active staff development program provides both in-house and external workshops and conferences on topics including communication, reality therapy, and stress management. ■

PACE (Programmed Activities for Correctional Education) INSTITUTE
2600 South California Avenue
Chicago IL 60608
(312) 927-1979

Type of organization:	Private, non-profit educational program for inmates of Cook County Department of Corrections
Students served yearly:	500
Average student age:	24
Staff:	Director, assistant director, 3 full-time and 2 part-time teachers, 4 full-time counselors, 200 volunteer literacy tutors
Contact person:	Ben Greer III, Director

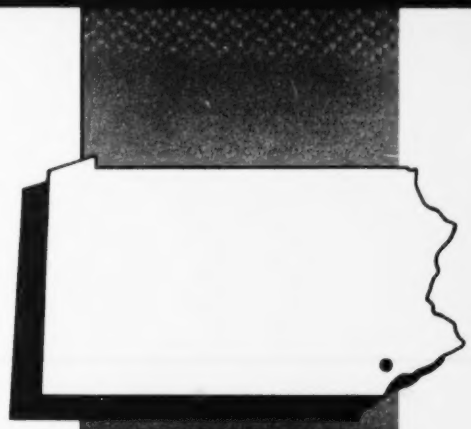
PACE Institute is an award-winning, 22-year-old, private, non-profit educational program for inmates in the Cook County Department of Corrections. Unaffiliated with any school district, college, or university, PACE is operated by full-time staff and myriad volunteers. It is funded solely through corporate and private contributions, foundations, trusts, and government grants. PACE's major goals are to help inmates significantly change their lives through basic skills instruction, career evaluation, self-esteem development, and attitude change. Staff members attempt to foster in their students a "can do" attitude. Once admitted to the program, inmates are thoroughly tested in all academic and career areas. When testing is complete, and test results reviewed with the student, the student is placed in the most appropriate classes. PACE offers programs in basic academic skills, pre-GED training, career assessment, job counseling, and placement assistance. PACE teachers function as "learning managers" for students' self-paced learning, with students working on only one idea or unit at a time. Although PACE uses multiple methods of instruction, the major approach is one-on-one programmed instruction complemented by some small-group work. Staff development for teachers and counselors is encouraged through attendance at workshops, seminars, and conferences.

ABE and GED: Adult Basic Education in all of the basic skill areas is available, as are GED preparation courses. PACE statistics indicate that students' reading and math scores increase approximately one grade level for every month of instruction, and that PACE has one of the highest GED pass rates of all agencies in Chicago. Graduation ceremonies are part of the PACE GED program.

Career/job testing and job-related programs: Career/job testing was developed in response to evidence that most inmates have not only had a poor work history but also are not adequately aware of their own aptitudes, interests, and opportunities. To increase awareness, a battery of tests is administered, with follow-up counseling. A PACE program designed to help inmates reenter society provides information on getting and keeping a job, with follow-up counseling provided after release.

Volunteer involvement: After assessment and training, volunteers are assigned for one-on-one tutoring of inmates in basic literacy and GED work. Other volunteers teach art and creative writing classes and conduct discussion groups. The extensive volunteer support provides PACE with more than $100,000 worth of teaching time each year. ■

PHILADELPHIA PRISONS
Correctional Professional Services
8201 State Road
Philadelphia PA 19136
(215) 335-8200



Type of facility:	County jail
Students served yearly:	2000
Average student age:	26.5
Staff:	3 non-certified computer-based education instructors, 10 full-time and 9 part-time certified school district teachers, 50 volunteer tutors
Contact person:	Elsa Yolas Legesse

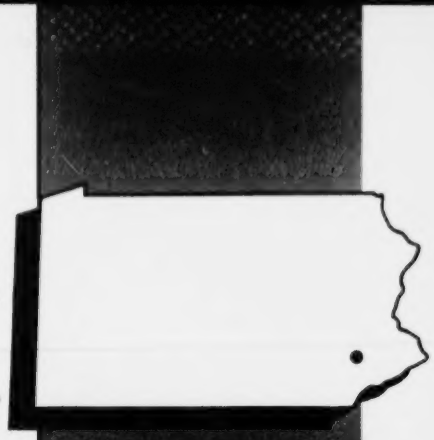
The Philadelphia Prisons offer a wide range of education programs, including literacy tutoring and GED preparation. In addition, vocational instruction is provided in dry cleaning, culinary arts, building maintenance, horticulture and landscaping, printing, garment-making, furniture refinishing and painting, carpentry, plumbing, and other skills.

Pennypack House School: The School District of Philadelphia assigns certified teachers to conduct classes in Adult Basic Education, GED, and special education. The district provides preliminary diagnostic information on enrolled students. The Pennypack House School provides daytime and evening classes for school-age and adult residents. Classes include GED, ABE, clerical and career education, drafting, law, and civil service preparation.

Computer-based education (CBE): The CBE basic skills curriculum centers on a program called PLATO, developed by Control Data and leased through the University of Delaware. Computer terminals are available at the four separate Philadelphia Prison facilities and can accommodate 125 students daily. Residents who ask to participate are screened through a placement assessment in the PLATO program; a minimum third grade reading level is required. (A staff psychologist is available in each facility to conduct comprehensive psychoeducational assessment when appropriate.) The PLATO curriculum includes basic reading, grammar, writing, and mathematics, and employs a wide variety of instructional techniques including tutorial, drill, simulation, and problem-solving. Instruction is self-paced. Students with a high school diploma or GED can take a variety of college-level courses on PLATO, although college credits are not earned. Plans are underway to upgrade PLATO and expand it throughout the prison system.

Literacy tutors: An active volunteer literacy tutoring program offers services to approximately 100 residents each month. A number of community service organizations (for instance, the Prison Literacy Project, the Urban League Guild, Catholic Social Services, and Offender Aid and Restoration) and religious groups recruit and supervise the tutors. ■

PRISON LITERACY PROJECT
120 West Lancaster Avenue
Ardmore PA 19003
(215) 248-3494



Type of organization: Community-based volunteer literacy program
Students served yearly: Approximately 100-150
Average student age: Mid-20s to mid-30s
Staff: Project managers, communications managers, administrators of tutors, managers of integrity and well-being, logistics managers, tutor trainers, finance managers, community outreach managers, operations managers, and numerous tutors
Contact person: Mitch Bladstein at (215) 576-1096

The Prison Literacy Project was founded in 1984 under the direction of Mitch Bladstein and Trish Mumme. Its focus has been the development of a literacy tutoring program at Graterford, a Pennsylvania maximum security prison. The Project's philosophy holds that individuals inside and outside prisons are members of one community, and that, therefore, programs should bring about not only improved academic skills but also positive changes in personal responsibility and community attitudes, enhanced community partnerships, and empowerment for program participants. An ongoing evaluation plan measures results and helps in the development of goals and objectives as well as program process.

The project has received substantial visibility and recognition— a video documentary about it has won national awards, it has been featured in media reports, and information about it has been disseminated to other correctional programs throughout the country.

Inmate inclusion: The Project is unique for its inclusion of inmates as both tutors and managers. Decisions are made with the combined and equal input of internal (inmate) and external (non-inmate) team members. The Project's management structure includes both internal and external managers for each major area— for instance, communications, outreach, and finance. Both internal and external managers use a "cards process" as they define, design, and plan project elements; the process involves listing every step that must be taken to reach specific goals.

Tutoring: The Project developed its training program for external tutors from a 10-hour tutor training module developed and validated by the Center for Literacy in Philadelphia. Another tutor training module has been developed for use by internal tutors. A reading and adult education specialist trains internal tutors and interviews potential students. A tutor support network and a structured orientation program have been developed.

Community outreach: The Prison Literacy Project has developed a strong community outreach program, which includes recruiting volunteers, communicating a positive image of the project, working with the media, producing a monthly newsletter, lobbying, and developing a handbook for use in other facilities developing prison literacy projects. ■

SECTION C:

PRISON EDUCATION PROGRAMS

The correctional education programs described in this section represent adult programs at the minimum to maximum security levels. In size, the programs are medium to large, serving from several hundred to more than 2,000 students yearly. In general, the programs provide comprehensive education curricula and share these objectives for students: achievement of basic literacy and academic skills; development of positive attitudes, self-esteem, and self-image; attainment of basic functional living skills, social skills, and vocational competencies; attainment of a high school diploma or GED; and successful reintegration into the community.

Nine of the eleven programs were selected as outstanding in a 1986 survey conducted by the Far West Laboratory for Educational Research and Development under a grant from the National Institute of Corrections, U.S. Department of Justice. Descriptions of the nine programs include material from the survey as well as updated program information obtained through telephone interviews and review of "in print" program descriptions. Full acknowledgment is given to the National Institute of Correction Survey for the information on these programs: Buena Vista Correctional Facility, Garrett Heyns Education Center, Kansas State Industrial Reformatory, Lebanon Correctional Institution, Maryland Correctional Training Center at Hagerstown, Maryland Correctional Institution at Jessup, Mt. McGregor Correctional Facility, Muskegon Correctional Facility, and Petersburg Federal Correctional Institution.

BUENA VISTA CORRECTIONAL FACILITY
Box R
Buena Vista CO 81211
(719) 395-2404

Type of facility:	Medium security prison for males
Students served yearly:	740
Average student age:	26
Staff:	Director, 11 instructors, inmate aides
Contact person:	John Janett, Director of Academic Education

The Buena Vista Correctional Facility encourages in its inmates the development of initiative, motivation, learning, and social responsibility as aids to leaving the criminal mode. The administration and staff make an effort to offer themselves as positive role models.

The backbone of the effort is the Group Living Incentive Program, designed to encourage and reinforce positive behavior in all aspects of daily life. In the program, inmates can progress— depending on their behavior and program accomplishments— through five stages of increasing privileges and rewards.

In Step 1— the Orientation Unit— the inmate is placed in the most restrictive, least privileged surroundings, and is encouraged, with staff assistance and support, to develop a performance plan that includes realistic and attainable goals. (School enrollment can be part of the plan.) The inmate is also encouraged to focus on changing behavior patterns and attitudes that may have contributed to incarceration.

At Step 2, the inmate is housed in a single cell with bars and no windows, and is not allowed free time. When positive changes in behavior, motivation, and attitudes are noted, the inmate may progress to Step 3.

At Step 3, the inmate begins to receive some privileges while continuing with the performance plan and assigned work duties.

Step 4 offers the inmate an "outside" cell with a door and window, as well as a number of other privileges.

Finally, in Step 5 the inmate is required to maintain a full-time job or be involved in the academic program. The most comprehensive package of privileges, including possession of keys to the inmate's own cell, is available at this point in the program.

On-site school: Buena Vista's H. C. Tinsley School offers programs in academic skills and social learning. Major areas of emphasis include reading and math, GED preparation, and self-awareness work. The school's major purpose— consonant with that of the whole facility— is to prepare inmates for re-entry into society. Individualized instruction is the primary learning mode. Students are paid for school participation, and student performance is evaluated regularly and carefully. Classroom teachers maintain close communication with other key staff members, especially the inmate's primary counselor.

Curriculum: The academic component of the school includes coursework in Adult Basic Education, GED preparation, computer education, and literacy tutoring. College accounting and electronics courses are supplied by the Electronic Technical Institute, a Denver private school. The ABE program component is aimed at students functioning below fifth-grade level in basic skills. GED classes are a continuation of the ABE program and

prepare students for the GED exam, which is administered monthly on site. Students may receive accounting diplomas by completing the college accounting classes; they cover topics including income taxes, economics, business law, and business management. Electronics program coursework includes AC and DC theory, circuit analysis, systems and devices, and semiconductor theory. The computer education course offers beginning, intermediate, and advanced levels of computer literacy. The Literacy Tutoring Project is an individualized, inmate-to-inmate program offered to all prisoners.

Vocational education: Vocational classes include appliance repair, auto body work, small engine repair (certificate program), barbering (state licensure program), cabinet-making (certificate program), commercial arts, graphic arts, machine shop, printing, and welding.

Social education: The social education program includes two components: Marriage & Family and Resident Psychology, focusing primarily on male-female relationships, parenting, family relationships, human emotions, human sexuality, and introduction to transactional analysis; and Social Responsibilities, centering on encouraging student self-reflection, self-awareness, and improved relationships. ■

GARRETT HEYNS EDUCATION CENTER
Washington Corrections Center
P.O. Box 900
Shelton WA 98584
(206) 426-4433

Type of facility:	Medium security prison for males
Students served yearly:	650
Average student age:	22
Staff:	Director, assistant director, 21 instructors, librarian, counselor
Contact person:	Richard Morgan, Education Director

The Washington Corrections Center's major emphasis is on education, and the Garrett Heyns Education Center is the facility's focal point. The education program operates under an interagency agreement between the Washington State Department of Corrections and Community College District Twelve, which employs the center's faculty and staff. Garrett Heyns is considered a branch campus of Centralia College; as such, it adheres to Centralia's requirements and standards, and is accredited by the Northwest Association of Secondary and Higher Education Schools. Centralia provides a professional development program for the Center's staff.

The Education Center's emphasis is on developing academic, survival and social skills, and comprehensive programs are offered in a range of types and levels. The Education Director meets regularly with inmate representatives to discuss school issues and problems. In addition, the program conducts internal self-evaluations and is also evaluated by external agencies.

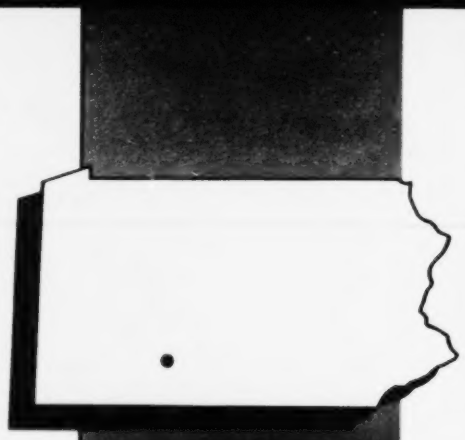
Curriculum: Comprehensive programs are offered in basic skills, high school diploma/GED preparation, and vocational education. The high school program offers coursework in language arts, mathematics, history, social studies, and physical science. Vocational classes are offered in auto body work, auto mechanics, barbering, blueprint reading, clerk typist certificate, cooking, custodial skills, drafting technology, landscape horticulture, machine technology, meatcutting, and welding technology. The vocational programs employ volunteer advisory committees consisting of qualified industry representatives. College transfer/associate degree programs are also offered, with courses in anthropology, art, foreign languages, health, humanities, language arts/English, mathematics, psychology, science, social studies, speech, and zoology. The Center grants three degrees: Associate in Arts, Associate in Technical Arts, and Associate in General Education. The degrees, diplomas, and certificates granted by the center are entirely transferable to other accredited institutions. Graduate ceremonies are held on campus.

In addition, a certified special education teacher manages a new program for developmentally disabled inmates.

Other facilities and services: A comprehensive media center provides audio-visual materials to both staff and students on topics including auto mechanics, carpentry, psychology, and career planning. Self-instructional materials are available in English, grammar, study skills, critical thinking, foreign languages, and consumer education. An excellent library with an inter-library loan agreement with the state library system is also located on site. Counseling services are provided for academic concerns and career and life planning. ■

HUNTINGDON PRISON LITERACY PROJECT

Pennsylvania State Correctional Institution
Drawer R
Huntingdon PA 16652
(814) 643-2400



Type of facility:	Maximum security prison for males
Students served yearly:	Approximately 60
Average student age:	Late 20s
Staff:	More than 100 inmate tutors, a few non-inmate consultants
Contact person:	Geoff Lucas at (814) 643-6520

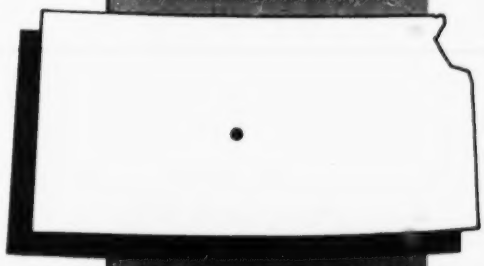
The Huntingdon Prison Literacy Project is a successful inmate-managed Laubach literacy program made possible by inmate volunteerism and small grants. It began in 1985 with the award of a $21,000 National Institute of Corrections grant. Initially, inmates prioritized six areas: organizational dynamics, selection and training of tutors, student/tutor interpersonal relationships, maintaining tutor interest, selection and use of supplementary materials, and learning problems. Then a staff development program was put together; it incorporated six tutor-training workshops on the prioritized topics, findings from in-house research conducted by both professional staff and inmates, a casebook of related readings and resources, and audio tapes depicting workshop activities. A Penn State Adult Education professor assisted with the initial planning and program development. Later, the Project obtained from state-level literacy councils two additional grants that provided for the purchase of supplemental materials, incorporation of an English as a Second Language (ESL) component, language experience training, sight word and phonics instruction, and additional literacy tutor workshops. Eventually, a part-time ESL instructor was obtained with another grant. In addition, a Spanish-speaking inmate translates literacy materials into Spanish for appropriate students. The Project more than doubled its number of tutoring hours from 1986 to 1987.

Inmate Council: The Project works to involve inmates with their own community, and help them gain an increased sense of control and autonomy. The prison's Inmate Council— besides responding to inmates' literacy needs—has also developed its own constitution, bylaws, quarterly newsletter, softball team, and successful fundraising activities, both within the institution and from external sources. The Council has had particular success raising funds from inmates for the purchase of student books.

Public relations: The Project enjoys good public relations both within the local community and nationally. Correspondence has come from 30 states and Canada, and representatives from several literacy councils from across the country have visited the program. Additionally, the state governor and his wife, who have a special interest in literacy, have taken note of the Council's achievements. Recently, for example, the Governor's wife recognized the council's accomplishments at an awards ceremony which turned out to be a major media event and a high point of council history.

Information available: Project training manuals, casebooks, other print materials, and videos—all of which may be particularly relevant for other inmate literacy councils—are available by writing Geoff Lucas, RD #1, Box 243-A, Huntingdon PA 16652. ■

KANSAS STATE INDUSTRIAL REFORMATORY
P.O. Box 1568
Hutchinson KS 67504
(316) 662-2321



Type of facility:	Maximum security prison for males
Students served yearly:	500-600
Average student age:	23
Staff:	Superintendent, Chapter 1 director, 17 classroom teachers, counselor/learning specialist
Contact person:	Bernard Smith, Superintendent

The Kansas State Industrial Reformatory (KSIR) program works to develop each inmate's potential by providing an educational/therapeutic environment focused on individual needs. Major program objectives include helping students to achieve functional literacy skills; improve self-esteem and self-image; attain skills and knowledge in reading, writing, math, science, social studies, and functional living; obtain a GED; adjust and adapt to the social environment; and acquire adequate social perception skills. KSIR educational programs, which are all voluntary, cover the full range from basic skills instruction through college level programs, plus a strong vocational component. The academic program, including the teaching staff, is provided by Hutchinson Community College (HCC) through a contractual agreement with the Kansas Department of Corrections. KSIR's Superintendent of Education is accountable to HCC's Dean of Continuing Education.

The education program has a cooperative working arrangement with the correctional staff. The good relationship has come about through demonstrable positive results with students; establishment of the conviction that the education program is a necessary, viable, and positive component of the total correctional program; and evidence that the education program does not involve additional security risks.

Academic curriculum: Program placement is based on the Stanford Achievement Test, with enrollees assessed monthly. The basic education program provides academic skills instruction for students performing at grade levels 0-5. Students at grade levels 5-7.5 are enrolled in a pre-GED program. GED preparation is available to students with academic skills above the 7.5 grade level. A Chapter 1 program serves eligible students from the basic education, pre-GED, and GED programs. All the programs are conceived as a continuum, with GED completion as the ultimate goal. College-level coursework leading to an associate arts degree is available for eligible students demonstrating adequate academic skills and interest. A new Computer Lab provides computer-assisted instruction at every level.

Vocational training: In addition, a full-time vocational training program covers eleven occupational fields. The program is jointly provided by the Kansas Department of Corrections and the Central Kansas Area Vocational Technical School.

Life skills education: Life skills education is an integral part of KSIR's program. Two instructors focus exclusively on practical living skills, including consumer education; rights and citizenship; health, safety, and well-being; and jobs and employment. Teachers also incorporate daily living skills into the major academic content areas. ■

LEBANON CORRECTIONAL INSTITUTION
P.O. Box 56
Lebanon OH 45036
(513) 932-1211

Type of facility:	Close security prison for males
Students served yearly:	2,000
Average student age:	29
Staff:	Director, 2 administrative staff, 26 instructors (certified in elementary education, adult education, reading, special education), 5 support staff, 2 librarians
Contact person:	Dr. Bobby Rice, Regional Educational Administrator

The Lebanon Correctional Institution (LCI) education program aims at meeting diverse inmate skills and needs, enhancing inmates' self-esteem and self-image, promoting the functional living and social skills necessary for successful re-entry into society, and developing positive attitudes among inmates. To those ends, LCI provides a comprehensive curriculum that includes Adult Basic Education, college programming leading to an associate's degree, vocational education, and life skills training. Students, who are paid to attend school, may attend high school full-time and earn a diploma, or may earn vocational certificates. Positive school performance can earn time off sentence. Incoming inmates who test below the sixth-grade reading level are compelled by state law to attend school and literacy services for 90 days. LCI relies primarily on the Test of Adult Basic Education (TABE) for educational assessment.

Community support: A major community support is supplied by Wilmington College, a fully accredited four-year Quaker school committed to social service. For 20 years, Wilmington has provided college courses to LCI. It has also developed several special programs pertinent to the needs of inmates, including Project Enterprise and Project Talents. Project Enterprise is a functional life skills program focused on transitional and employability skills. The program operates from the premise that dysfunctional behavior patterns and life-styles necessitate significant change before prison release. In Project Talents, inmates can earn associates' degrees in industrial technology, business administration, social sciences, and computer science. Additional community involvement and support are provided by local industry and businesses, whose representatives serve as advisors and act as guest lecturers. Additionally, a local newspaper develops and supplies materials to be used by inmate tutors.

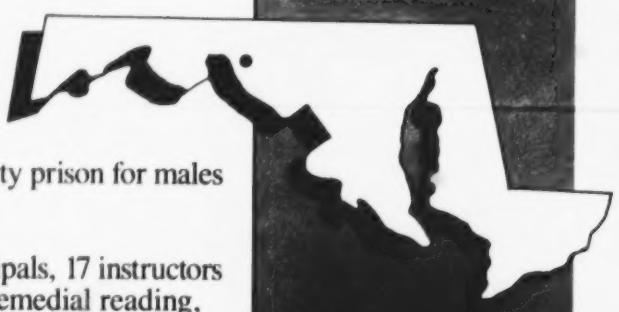
Adult Performance Level program: The Adult Performance Level program is a life skills curriculum comprising basic functional and daily living skills critical for survival in a socially acceptable manner. The major program focus is the integration of academic and survival skills.

Vocational education: A vocational education component provides classes in auto mechanics, food preparation, graphic arts, welding, building maintenance, and data processing.

Staff relationships: Relationships between education and prison staff are good, due at least in part to a comprehensive professional development program. College credit courses— for instance, in criminal justice— are offered on site by Wilmington College. There is no tuition charge, and all staff members are eligible to participate, but

particular stress is placed on recruiting treatment and security staff for the courses. The program enhances inter-staff understanding and respect, and provides opportunities for promotions. In addition to the college credit courses, Wilmington provides training and resources in areas including supervision and public relations. Computer literacy classes have also been made available to the staff. Another factor contributing to good relationships is a strong liaison effort by the education staff. ■

MARYLAND CORRECTIONAL TRAINING CENTER (Hagerstown)
Route 3, P.O. Box 3333
Hagerstown MD 21740
(301) 791-7200



Type of facility:	Minimum to medium security prison for males
Students served yearly:	2,500
Average student age:	23
Staff:	Supervisor, 2 assistant principals, 17 instructors (certified in content areas, remedial reading, special education; many have master's degree), 2 librarians, inmate tutors, and aides
Contact person:	Carolyn Suman, Supervisor of Correctional Education

The Training Center's education philosophy highlights basic skills instruction, acquisition of occupational skills, and personal development. The philosophy reflects that of the state-wide correctional education system, and was developed through a joint effort of the state-level Director of Correctional Education, supervisors at each institution, and experts in the field of corrections. The education program generally employs individualized instruction to meet students' needs and interests. Work relations between education and security staffs are good, partly because their program components share facilities; the close contact results in improved communication, case management, and decision-making.

ABE: The Adult Basic Education program is mandatory for 90 days for incoming inmates who score below the sixth-grade level on reading, but voluntary for inmates with higher achievement test performance. The program's expansion has led to the addition of a night school, which focuses on instruction in basic and intermediate level functional skills.

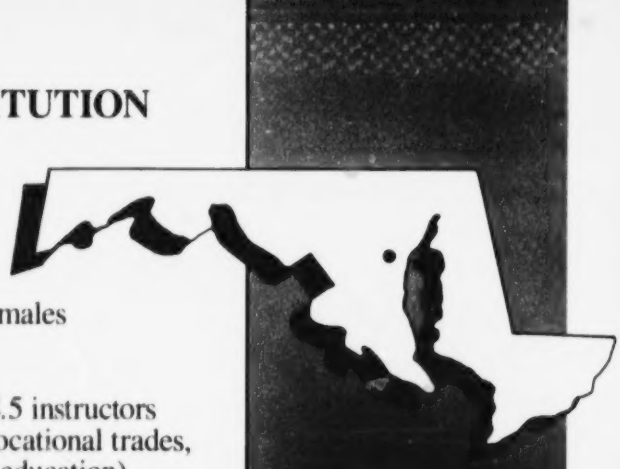
Peer Tutoring Reading Academy: The Peer Tutoring Reading Academy is a formal training program in which inmates tutor their peers functioning below the third-grade level in reading. The program is based on the Johns Hopkins University Reading Academy Program, designed to develop basic skills and self-esteem by using "real-life" materials for training purposes. The program includes sight-word instruction based on the Fernald method, a directed listening-language experience approach, the neurological impress method, word attack and comprehension skills, and sustained silent reading. Under the supervision of a certified reading teacher, the inmate tutor and learner diagnose learning needs and then formulate a program that includes reading, writing, and (often) math. Experienced tutors assist other inmates learning to be tutors; applicants are carefully screened by the reading instructor. Tutors meet daily to discuss problems and formulate solutions. The experience boosts tutor confidence and self-esteem, confers a sense of ownership of the education program, and enhances tutor relationship skills and status with other inmates.

Vocational education: The Center also offers a comprehensive vocational education program, competency-based and comprising 12 full-time vocational shops. Applicants are pretested in their areas of interest, reading, and math. Those who fail the pretesting can learn the necessary entry-level skills through a shop preparation course, and shop-related reading and math skills can be improved in a "related subjects" class. Career guidance assistance is available through a career interest inventory, self-awareness/self-assessment, career exploration, goal-setting/decision-making, values clarification/job

values, mock interviews, job application and resumes, interviewing techniques, and community resources/labor market information. Students in the vocational program receive 20 hours of instruction in each of these components.

Computer lab: A computer lab provides additional remedial instruction for students. A full-time instructor offers individualized help in areas of difficulty. ■

MARYLAND CORRECTIONAL INSTITUTION (Jessup)
P.O. Box 549
Jessup MD 20794
(301) 799-7610



Type of facility:	Medium security prison for males
Students served yearly:	520
Average student age:	29.8
Staff:	Supervisor, senior teacher, 8.5 instructors (certified in content areas, vocational trades, adult education, and special education), librarian
Contact person:	Suzanne Slagle

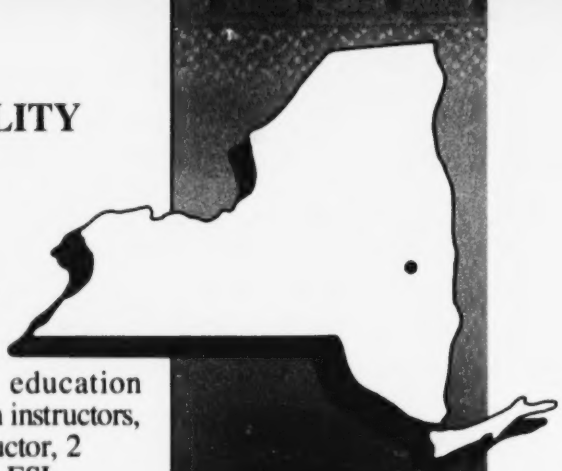
The Maryland Correctional Institution at Jessup was developed with inmate education and reintegration into society as its major priorities. The Jessup facility operates under the direction of the Maryland Department of Education, which certifies all its teachers. The facility, whose emphasis and philosophy are similar to those of the Maryland Correctional Training Center at Hagerstown (also reviewed in this report), relies primarily on the Test of Adult Basic Education (TABE) and the Woodcock-Johnson Psycho-educational Battery for student assessment. Students are offered incentives for school performance, including pay for attending, time off their sentences, and high school graduation. The Jessup facility is the largest inmate employer in the state.

Peer Tutoring Reading Academy: The Academy at the Jessup facility mirrors that at the Hagerstown Center.

Gas-station attendant program: A vocational training program for special needs students helps low-functioning students acquire the necessary entry-level skills for positions as gas station attendants. The facility's special education teacher and auto mechanics instructor collaboratively developed the program.

Community involvement: The local community is involved in the Jessup facility's educational program. For example, Essex Community College provides post-secondary educational services, and an English as a Second Language volunteer from the community works regularly with inmate students. ■

MT. MCGREGOR CORRECTIONAL FACILITY
P.O. Box 2071
Wilton NY 12866-0966
(518) 587-3960



Type of facility:	Medium security prison for males
Students served yearly:	956
Average student age:	29
Staff:	4 supervisors, 11 vocational education instructors, 2 Adult Basic Education instructors, 2 GED instructors, pre-GED instructor, 2 instructors in commercial subjects, ESL instructor, 2 evening part-time GED and ESL instructors, inmate tutors, a few outside tutors
Contact person:	David Campbell

Education at Mt. McGregor originated as an all-volunteer program, with resources drawn from community agencies including VISTA and Literacy Volunteers of America (LVA). It has developed into a comprehensive staff-based education program in which teachers are fully integrated staff members of the institution, responsible not only for education but also for security and for providing a stable environment. The education program, which encourages innovation within a strong framework, prioritizes inmate involvement from initial diagnosis of learning strengths and needs to instructional planning and progress monitoring. Inmates are encouraged to develop responsibility, self-direction, and independence. Students can earn certificates and diplomas.

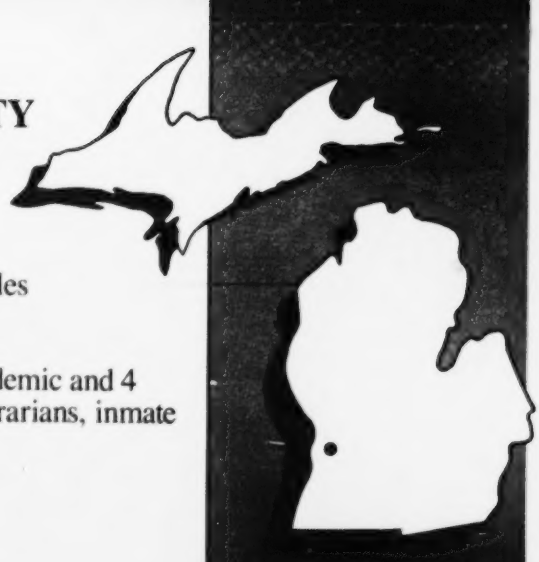
Testing: The Test of Adult Basic Education (TABE), California Achievement Tests, and GED tests are used for educational assessment. In addition, LVA tutors use their own assessments.

Curriculum: The Adult Functional Competencies Curriculum comprises 80 topics, which are examined from five sequential viewpoints: personal (decision-making, self-expression, and functioning in the facility), occupational, family, home, and social awareness. Basic skills instruction in reading, writing, and math is embedded in the total curriculum. Associates' degrees in Liberal Arts and Business Management are also offered, through the Junior College of Albany.

Substance abuse treatment: The Substance Abuse Program, which focuses on enhancing life management skills and self-esteem, is directed by the senior counselor and managed by inmates, prison staff, and community resource people. The rehabilitation program— full-time and live-in— is mandatory for 90 days; after that, participation is voluntary. Treatment formats include information seminars, counseling, and discussion sessions on topics including the pharmacology of addiction, family relations, and religion. Classroom teachers integrate substance abuse treatment issues into classroom instruction as appropriate. Mt. McGregor has developed strong linkages with halfway houses across the state to support inmate re-entry into the community.

Volunteer tutor program: A volunteer tutor program, directed by a teacher/coordinator and two inmate office interns, works to advance inmates' literacy skills to the fifth-grade reading level and to develop inmates' attitudes and competencies to a level necessary for success in the formal education program. Most of the volunteer tutors are inmates, although there are a few volunteers from the community. All volunteers are formally trained in the LVA method. The program's success is due to two factors: inmates' willingness to accept help from other inmates, and the gains in self-esteem among inmate tutors. ■

MUSKEGON CORRECTIONAL FACILITY
2400 South Sheridan Road
Muskegon MI 49442
(616) 773-3201



Type of facility:	Medium security prison for males
Students served yearly:	1,000
Average student age:	27
Staff:	Principal, 12 instructors (8 academic and 4 vocational), teacher aides, 2 librarians, inmate aides, volunteer tutors
Contact person:	Bruce Courim, Principal

The Muskegon Correctional Facility is committed to helping inmates develop responsibility through involvement in community living and education. Inmates are housed in small buildings where they learn that their individual behaviors and actions affect the larger community. As they live and work together cooperatively, they can learn the new behavior patterns required to live crime-free lives. Muskegon's education program focuses on helping inmates to acquire basic academic and vocational skills, and to apply these skills to solve real problems and gain self-confidence. The teaching approaches used include one-on-one work, small group instruction, programmed study, formal classes, and guided independent study. The Student Education Group includes inmates responsible for developing and evaluating new educational programs, as well as monitoring the education budget and functioning as a liaison between the professional teaching staff and the students.

Curriculum: Adult Basic Education (ABE) classes, offered for students reading below the sixth-grade level, are highly individualized and provide intensive remediation work in English, math, and reading. GED classes are available in the same academic areas for students reading at or above the seventh-grade level. The Muskegon Community College offers an associate's degree program at the facility.

Vocational education: The auto mechanics program focuses on large vehicle repair and helps students earn Michigan state mechanic's certificates in eight different automotive areas. Food management classes, which serve as a pre-college introduction to institutional and/or restaurant food service, prepare students in the combined areas of food preparation and baking. Students can also learn entry-level skills in studio videotape production. Master gardening classes are designed to teach students entry-level skills in the horticulture industry.

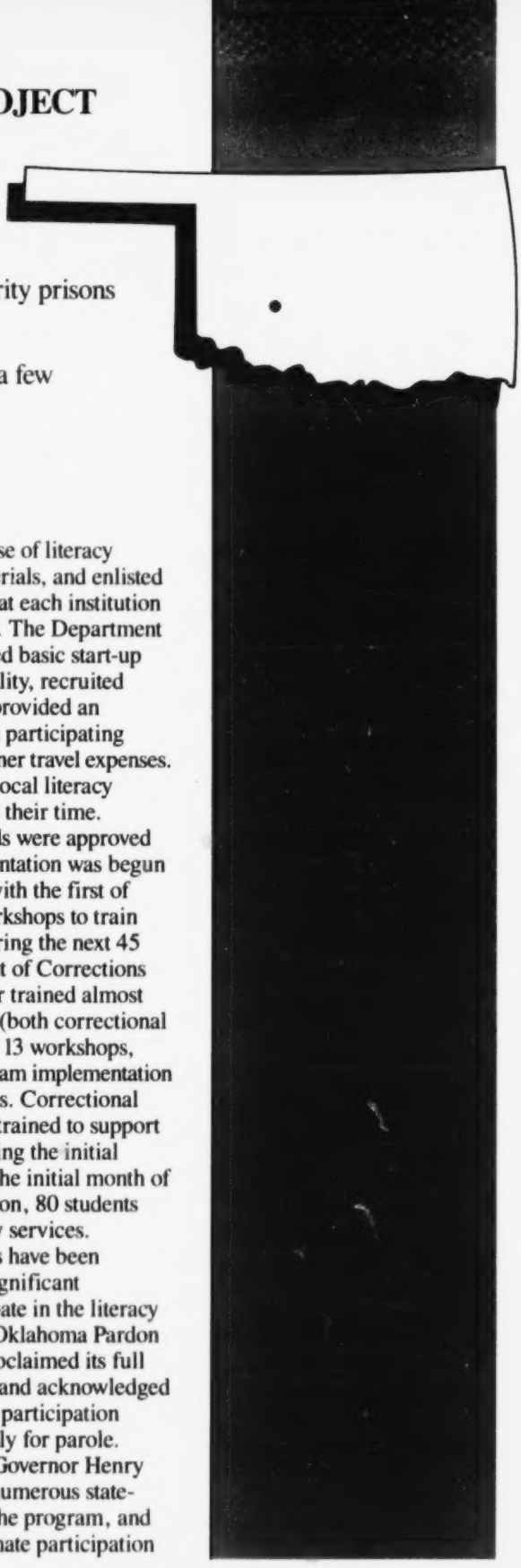
Skills Application Program: Basically a life-role competency program, the Skills Application Program offers coursework in dozens of areas— including, for instance, sexual responsibility, vocabulary building, financial survival, practical math, small business, health and nutrition, and job-seeking skills. Classes are taught by the facility's staff, by outside professionals, and by qualified prisoners.

Library: An on-campus library houses general reading materials, periodicals, trade journals, and law books. Students are encouraged to work on their legal problems while incarcerated.

Student newspaper: A student newspaper, *The Factor*, is a collection of news, editorials, poetry, original art, and photographs, and has won numerous national awards. ■

OKLAHOMA PRISON LITERACY PROJECT

Oklahoma Department of Corrections
3400 Martin Luther King Boulevard
Oklahoma City OK 73136
(405) 425-2867



Type of facility:	Minimum to maximum security prisons
Students served yearly:	More than 100
Average student age:	Late 20s
Staff:	Numerous inmate tutors and a few professionals as consultants
Contact person:	Ira Isch at (405) 341-8283 or Ed Stolz at (405) 425-2867

The Oklahoma Prison Literacy Project was born in 1986 from the concern of the Oklahoma Department of Corrections about the problem of illiteracy within its state-wide correctional community. A Literacy Task Force was formed to study the inmate population's literacy needs, and to determine the best way to meet those needs. The task force recommended the development of a statewide literacy effort including all correctional facilities. The Department of Corrections, in cooperation with the state Departments of Education and Libraries, and literacy volunteers throughout the state, then initiated the Oklahoma prison Literacy Project entitled "Oklahoma...Do you READ me?"

Key members from the involved organizations developed a master plan to install a Laubach training team in each correctional center to provide initial literacy training workshops, to develop a basic library of materials, and to select a small number of committed corrections staff members in each facility to act as an on-going training team. The organizations participating in this phase of the project cooperated well and made significant contributions. The Department of Corrections, for example, granted staff release time for apprentice trainers and supervisors to attend training sessions, and organized the complicated scheduling arrangements necessary for inmate release time. The Department of Education furnished funds for the purchase of literacy workbooks and materials, and enlisted the school principal at each institution as a literacy director. The Department of Libraries furnished basic start-up packets for each facility, recruited literacy volunteers, provided an honorarium for each participating trainer, and paid trainer travel expenses. Members of fifteen local literacy councils volunteered their time.

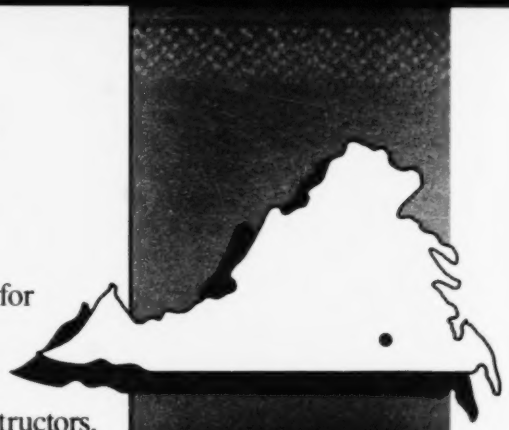
Proposals for funds were approved and project implementation was begun in September 1987 with the first of thirteen two-day workshops to train volunteer tutors. During the next 45 days, the Department of Corrections Literacy Coordinator trained almost 200 volunteer tutors (both correctional staff and inmates) in 13 workshops, and supervised program implementation in numerous facilities. Correctional staff members were trained to support the programs following the initial workshops. During the initial month of project implementation, 80 students signed up for literacy services.

Oklahoma inmates have been provided with two significant incentives to participate in the literacy program. First, the Oklahoma Pardon and Parole Board proclaimed its full support of the effort and acknowledged that inmate program participation would weigh favorably for parole. Second, Oklahoma Governor Henry Bellman has issued numerous statements in support of the program, and has declared that inmate participation

will be an important variable on parole application.

The Project has received widespread publicity throughout the state and nation. Two television documentaries have been made, highlighting tutors and learners at work and an interview with a literacy supervisor. Newspapers, prison newsletters, and the national library press have all featured articles about it. The State Legislature recently adopted a resolution supporting the Project and commending the efforts of all organizations involved. The Project was the winner of the 1988 national Laubach Literacy Action Award. ■

PETERSBURG FEDERAL CORRECTIONAL INSTITUTION
Petersburg VA 23802
(804) 733-7881



Type of facility:	Maximum to medium security prison for males
Students served yearly:	Several hundred
Average student age:	Early 30s
Staff:	Supervisor, 6 vocational education instructors, 7 academic instructors, 5 recreation instructors
Contact person:	Calvin Jacobs, Supervisor of Education

The education program of the Petersburg Federal Correctional Institution emphasizes a comprehensive, integrated approach to teaching the basic academic, functional living, and vocational skills necessary for reintegration into society. The program is noted for its coordination between education and prison staffs, good relationships among teachers, pre-release and social education programs, and strong community support. The positive staff relations are attributed to the fact that most education staff members have previous prison work experience other than correctional education, and are therefore able to understand the overall prison operation, appreciate security issues, and deal well with inmates. Staff coordination is further enhanced by the rotation of the job of "institution duty officer" among administrative prison staff. The rotation system enhances the total perspective of staff members.

ABE: The Adult Basic Education program serves as the springboard for the other academic, vocational, and social program components. The main program priority is for each student to attain an eighth-grade reading level. Survival reading, written language, and math skills are emphasized. Remedial work, when necessary, is offered via a computer-assisted, self-paced training program. A reading instructor provides literacy services using Steck-Vaughn and PACE Learning Systems materials. (PACE Learning Systems materials are commercially available, and are not related to PACE Institute of Chicago, also described in this report.)

Vocational training/apprenticeships: Petersburg has one of the most extensive vocational programs in the federal prison system. Inmates can receive training in auto mechanics, auto body repair, masonry, welding, and machine shop work. Apprenticeships are available in print shop operations, paint shop, welding, machine trades, auto body repair, electrical maintenance, and electrical quality assurance.

Pre-release program: A mandatory pre-release program, which begins a full six months before release, uses a combination of coursework, videotapes, counseling, and guest lectures to build self-confidence, readjust attitudes, and teach basic survival skills. A social education component helps inmates develop basic functional living skills in areas including household management, consumer education, and income tax preparation.

Community resources: The Petersburg program uses multiple community resources, obtained primarily through the professional networks of the staff. Among those resources are films from the Virginia Department of Education film library, free staff training and the provision of a rotating stock of materials made available by a local library, the

donation of thousands of books by the Virginia Commonwealth University, post-secondary training provided by John Tyler Community College, volunteer instructors who assist with recreation programs and teach courses in black history, and vocational program evaluation provided by apprenticeship and vocational training advisory boards. ■